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PREVENTIVE DISCIPLINE, No. XIV.

[Continued from p. 276.]

GEOGRAPHY furnishes another means for banishing idleness from the Common Schools; not as it has usually been taught, but as it may be taught by the aid of *Map drawing*, and *Outline Maps*. Children are required very early to study Geography, and, if it be properly taught, there can be no objection to this; for a knowledge of the surface of the earth is surely among the first that becomes necessary and useful. Let the teacher, then, attempt to teach only such portions of the science as may be exhibited to the senses of children, leaving the statistics and descriptive portions to be committed to memory when the child has come to years of discretion, and then it is to be hoped he will reject all such drudgery, as adults uniformly do, though they do not always see the inutility and injustice of requiring such a wearisome exercise of children.

Our present object is not so much to show how Geography should be taught, for we have done this elsewhere, but merely to show how it may be made useful by keeping those children employed, who would otherwise be idle or disorderly. One method with very young children is, to hang a bold outline of a country before their eyes, and after pointing out the material objects, to require them to copy it on their slates. Scholars, farther advanced, may do this on paper, but, after the lesson is given, or the map selected, the pupil may be left to draw it under the supervision of a monitor, who may be engaged, perhaps, in the same employment. To secure care in the work, the slates may be examined as the writing of sentences or spelling lessons, and the best scholar allowed to take precedence of the others.

One evil attendant on map-drawing, is the insertion of unimportant objects and names; but the use of bold outline maps prevents this, for on these, only, the essentials are marked. If the scholar has a Geography, and draws the map connected with his lesson, a good rule is to require him to insert only such names as are in the book. But some pupils draw faster than others, and it may be well to let such draw as many maps as they please. Indeed, it is a disadvantage ever, in any branch, to make one child wait idly for another. It was our custom, in Geography, to write a list of the countries on the maps of the atlas in the order in which they should be drawn, and then to let the pupil go through the course regularly, without reference to me, as many times as he pleased, the reward being in proportion to the industry and the care displayed.

It will be understood that we are now speaking of small maps drawn on slate or paper, but the children may often be usefully employed in chalking maps, whole ones, on the blackboard, and the outline maps we have lately published are peculiarly fitted for this exercise, having a very bold outline, and being of the size best fitted for common blackboards. When a map is thus copied on the blackboard, the child should be allowed to use the key also, to ascertain and insert the names, or, the teacher, or an advanced pupil, may go over every map thus drawn, with the class, and point out the places mentioned in the key. In this way, any defect in the drawing will be exposed.

The teacher should frequently go over all the maps with his highest class, and then allow them to do the same with the lower classes. In this way, every important feature of the globe will become as familiar to the children as the way to school. The monitor may also employ the classes in naming the different divisions of land and water, as directed in our Common School Geography. One plan is, to require the class to stand, and each, in turn, to name an island, and describe its location. Any one who cannot name an island when his turn comes, is required to sit; and any one who describes one incorrectly, or names one already named, must sit also. At first, no islands but those named in their text book should be received, but when these are all quite familiar, permission may be given to name any one, and it will not be long before every island on the maps will be drawn into the game. The same may be done with rivers, towns, &c., &c., and we think the teachers will agree with us, that no exercise will lead to a more thorough searching of maps. By this game, and by the constant drawing of maps, our pupils were generally enabled to draw from memory any map called for, and when this is so easy, no child should be considered well instructed in Geography who can not do it.

It was also our custom to read the newspapers to our highest

class, with a view to Geography, and useful knowledge, because the text books are very deficient in regard to many of the most interesting places and things there mentioned; but after the teacher has read in this way to a class, he can allow some member of it to do the same to his own, or to a lower class, not only to instruct them, but to fix the knowledge that has been imparted. The foreign news, shipping intelligence, and even the advertisements, abound in useful lessons that the books will never supply. It is this useful every day knowledge, and this ability to use it, which make a marked distinction between book scholars, and what are called intelligent children.

FEAR AND LOVE.

[Written for the Common School Journal.]

"What tiresome children those little Harley's must be!" exclaimed Mrs. Delwood, the principal of a large school, after reading a report of the day's proceedings just handed her by one of the assistant teachers. "I must decline taking them another term, unless some great improvement takes place; they are always using some deception or other, and really seem to dread doing or saying any thing honest or sincere."

"I am glad that your opinion coincides with mine," said Miss Leslie, "for Miss Lee is always making excuses for them, and says that the the timidity of their dispositions, and the sternness and severity I consider it necessary to use, to maintain good order in my room, are the cause of half their faults. I should not think much courage was necessary to enable a person to tell the truth, but these children certainly seem to prevaricate as if to do so were the easiest course."

"I disagree with you," said Mrs. Delwood; "it often requires a great deal of courage to tell the truth, and I must confess that the Harleys seem to me to be remarkably timid children, and very unfitted for a large boarding school like this. Miss Lee, you say, thinks you too strict in your discipline; what called forth the remark?"

"Yesterday, on entering the school-room," replied Miss Leslie, "I found my inkstand overturned, and my new French Grammar soaked in ink, and utterly ruined. On inquiry I learned that Julia and Emmeline Harley were the only children who had been near my desk that morning, and, after much trouble and many threats on my part, and much confusion and whispering together on theirs, Emmeline confessed that she was the guilty one; so I gave her double lessons, and forbade her going out with the others in playtime."

"And the consequence is," said Miss Lee, who had been witness to the conversation, "that Emmeline is so sick from her exertions to get a lesson entirely beyond her power, and Julia from weeping and sympathizing with her sister, that both are unfitted for any lessons to-night, and I have assumed the responsibility of sending them to bed." "I wish," said Miss Lee, in a playful manner, lest she should offend Miss Leslie, "I wish I might be permitted to have the entire management of those children for one month. I really pity them, and know what they suffer, having been nearly as timid myself when a child."

"You may have them and welcome," said Miss Leslie.

"I did not venture to propose it before," said Mrs. Delwood, "because I knew you had so many cares already, but, you know that I told you when I made teaching my vocation, that it was not knowledge only that I intended to teach, but sincerity, truth, good manners, and the other important elements of character."

"I consider this the chief end of education," said Miss Lee, cheerfully, as she left the room.

The next morning, the little Harleys were transferred to her room, and it really seemed a relief to them to lose the sound of Miss Leslie's loud, commanding voice, which struck such terror into all evil-doers. Miss Leslie's scholars always advanced so fast, and did so well on exhibition days, that Mrs. Delwood could not part with her, though she thought her sometimes wanting in kindness and feeling; she kept her, therefore, year after year, and if a few of the gentler spirits got crushed, it could not be helped, for this happened in every school.

Miss Lee had undertaken no light task when she requested the care of the little Harleys, but she did it, from a conscientious motive, and looked for her reward in their improvement. For a few days they blundered along in their lessons, as they had done under Miss Leslie's eye. Miss Lee felt that they needed encouragement, so, taking no notice of the mistakes, she praised what little she could find to praise in their exercises; and, in play-hours she tried to make them acquainted with her other pupils. Scholars always take their tone from their teachers. Miss Leslie had proclaimed the little Harleys as the naughty girls of the school, and they had been avoided of course. Things at last began to mend; perfect lessons were recited as the children gained confidence; and, as they became more happy, they seemed to feel increasing love and respect for Miss Lee.

The end of the month came, and the improvement in their appearance and manners was very evident. They had lost the sulky look that was so disagreeable, and had even once or twice addressed a few words voluntarily to their teacher. Even Mrs. Delwood, amid her host of cares and troubles, had not failed to notice the change.

The last afternoon of the month was a holiday, and Miss Lee started for a long walk, and took the children with her. They seemed pleased at the idea of a walk, but still not so happy as usual. At last Julia spoke in a hurried and nervous manner, "To-morrow, Miss Lee, as our month is up, I suppose we are to be sent back to Miss Leslie's room."

"Not unless you are tired of mine," said Miss Lee, affectionately regarding the little anxious faces that were turned towards her.

"We are not tired at all," said both the sisters. "I think," added Emmeline slowly, as if she were making a great effort, "I think you are almost as kind to us as mother is."

"You must look on me as your mother, now she is absent," said Miss Lee, gently, "and be as open and free in your intercourse with me as you would be with your mother. When she sent you to school, she expected that your teacher would, as nearly as possible, be a mother to you. I have tried to be one, and you can judge if I have succeeded. If you will tell me your faults, I will help you to correct them as she would do, and I hope you will always treat me with the same confidence that you feel towards her."

"We will, we promise we will in future," said both the little girls, much affected, "but we often do wrong because we are so frightened. We do not mean to do wrong, but we cannot help it."

"And now," said Miss Lee, in the same gentle tone, "why did you acknowledge that you broke the inkstand and spoiled the book, when neither of you did it?"

The children colored and looked distressed. "How did you know that Emmy did not do it?" said Julia.

"Because," said Miss Lee, "I saw the cat spring on the desk and overturn the inkstand, and before I had time to call any one, something happened that called me away to my room."

"We did deny it at first," said Emmeline, "but Miss Leslie would not believe us, especially as she had asked all the others and they had denied doing it. She then said we were always doing wrong, and we should both be severely punished unless we confessed. We then became so frightened—she always frightens us, she is so severe—that I said I did it, because I can learn my lessons quicker than sister can, and I can bear punishment better than she can, she is so much younger."

"Mother never talks in such a loud, angry tone as Miss Leslie does," said Julia, "and we always told the truth at home, because we were never frightened; and, if we said that we did not do any thing, mother always believed us, and she never said as Miss Leslie did, 'If you do not confess directly, your punishment shall be doubled.'"

"I trust that in future, you will be brave enough to persist in telling the truth, whatever may be the consequences," said Miss Lee.

"We will try," was the humble answer of the confiding children.

This course of judicious treatment was continued another term, and Julia and Emmeline Harley were placed beyond any fear of relapse.

"Well," said Miss Leslie to Mrs. Delwood, "I shall become a convert before long to Agnes Lee's doctrine of ruling by love, and not by fear, for she has so entirely reformed those little Harleys, that one never hears a complaint of them now. This morning they called on me in my room, begged my pardon for the past, and as a token that I entirely forgave them, they requested me to accept this work-basket, which they had embroidered for me in their leisure hours. I begin to think, said Miss Leslie, in a tone of self-reproach "that I was rather too harsh with them, and one thing is clear to my mind, that if I failed in subduing them, they have not failed in subduing me."

Miss Lee alone knew what an effort it was for the little Harleys to make that call on Miss Leslie. They insisted that it was the duty of Miss Leslie to ask their pardon; but they were not so well acquainted with the human heart as to know that in all controversies, the victory is generally with him who first asks forgiveness.

COMMON-SENSE IN EDUCATION.

It seems as if common-sense, which appears to be employed in all other affairs, and is allowed to be indispensable to success in the simplest and least important of them, has been almost entirely dismissed from Education, the most important of all earthly concerns. Our national government seems to meddle with every thing but Education. The instruction of this mighty people is probably classed with *internal improvements*, with which we are sometimes told, from high sources, the government has nothing to do. So our national legislators regulate commerce, and, of course, agriculture, and the arts, but pay no regard to the enlightening of the people, and the promotion of good morals. They let in amongst us hundreds of thousands of ignorant, if not vicious foreigners, and they annex whole nations of them at a blow, but make no provision for their instruction, and provide no security against that retrogression which is a necessary consequence of such acts, unless they are followed up by powerful and active measures to prevent the evils which

result from such legislation. Internal improvement may be unconstitutional, but this deterioration, it seems, is not! It is lawful to prosecute a foreign war, and so, directly or indirectly, ruin the morals of thousands who live by it;—it is lawful to disband an army, unfitted for domestic life, and send the corrupt soldiers to vitiate the community, or to be supported by them, but it is unlawful to instruct the people, lest there should be no materials for armies, no tools for designing politicians! There may be worldly wisdom in such conduct, but surely there is no common-sense.

The national government will, perhaps, excuse itself, on the ground that it is the duty of the several state governments to attend to the education of their own citizens. If the citizens of one state are not to be controlled, or in any way affected by those of another, this position would be tenable, as the world goes, although it is evidently as much the duty of one government to assist and instruct another, as for an individual to aid his neighbour in parallel circumstances. But some states make little or no provision for educating their own citizens, and there is a great difference between some states and others of our Union, in regard to the moral and intellectual condition of the people; and, unfortunately, the state that best instructs its children, can not make the vote of a moral and intelligent man of more value than the vote of the most debased beyond its frontiers.

Besides this, it is a deplorable fact that most of the states follow the example of the general government, and we see nothing in the conduct of the best that makes any approach to the demands of common-sense. The position of the general government in relation to the several states, is not much unlike that of the states in regard to their several towns, and that of the towns in regard to their several districts. The responsibility is shifted from the Union to the states, from the states to the towns, from the towns to the districts; and all that is done, is done in these minute subdivisions, many of which have not the will or the power to take care of their children, to say nothing of uneducated adults, and where there is so much *discretion*, it is no one's business, though every one's interest, to take care of neglected states, towns, and districts.

No one, we think, will deny that, if the district, municipal, state, and national governments did all that lies in their power, a vast deal more might be done than is done to educate the people, young and old, in all good knowledge, and in that morality which has not been improved by the late importations and annexations. Let it be understood that we do not object to impart of our comforts and privileges to the wretched of other nations; but we hold it wrong to introduce so much that must

operate injuriously upon our community, unless counteracted by Education, and a proper course of restraint upon those from whom danger is to be feared.

We shall be told that New England, and especially Massachusetts, has done its duty in regard to educating its children; but we think it can be easily shown that our boast is rather of what we do more than others, than of the entire fulfilment of our duty. We have a School system, and a School fund, a Board of Education, three Normal Schools, and about 4000 Common Schools, but our School system is dead if we compare what it does with what it might do. Our Board of Education, apart from its Secretary, has always been, to say the least of it, extremely inactive. Its members never have taken a leading part in giving life, power, and efficiency to the School system, and a formal visit to the Normal Schools once or twice in a year, is about a fair summary of their services. Our Executive department praises the Schools in an annual message, and this is about the extent of its labors in the cause of popular education. Our Normal Schools do but half the good they may do, because about one half the pupils are unfit to be teachers, and but a small portion of the other half continue to teach for any length of time. Our School Committees are often very incompetent men, and are almost universally negligent of their duty, because too busy, or too poor, to do the duty faithfully at their own expense. The mass of our teachers are men and women of very moderate abilities, and of very limited knowledge in what pertains to instruction; and were the community awake to its wants, the majority of them would not be employed at any price. Of course, the mass of pupils in our Schools are very imperfectly educated, even in the common branches termed intellectual, and their education in manners and sound morals is not to be mentioned, except as a reproach to the community. Parents, too, are so insensible to their obligations, that a large number of the children of Massachusetts do not attend any School, and a large number are habitually impunctual. The School-houses, most of them, are unfitted for teaching, and unfurnished with apparatus and means for imparting ideas instead of words.

Whose duty is it to rectify all these defects? Go to the districts, and they will tell you they expend all that the town authorized them to expend. Go to the towns, and they will tell you that their appropriations exceed the amount required by law, though confessedly insufficient to make the Schools what they ought to be, and what they may be made if properly managed and supported. Go to the Board of Education, and you are told that they have no power. Go to the Legislature, and you will be told that "the laws are well enough, but the people do not carry them out." It is true that the people can raise an

unlimited amount of money, but *they do not*; they can have such schools as the times require; such committees as will do the work thoroughly; such teachers as deserve the name; but *they have no such things*, and it is nobody's business to see that they do have them.

Now it is not difficult to see that there is very little common-sense in this course of things, and we trust it will not be long before the nation will be aroused to its danger and its duty. We hope, at the next session of Congress, to see a committee on Education among its standing committees, and a Bureau of Education in its Home department. We hope to see the state Legislatures taking immediate measures to make Education the great concern,—that to which all others must be subordinate, if not subservient. We hope to see our towns taking effectual measures to do, in one year, what they are ready to allow may be done in a century, but which they have no right to defer a moment. Let what is now paid for expenses arising from ignorance, immorality, vice, and crime, be calculated, and the amount for one generation raised and all expended, if necessary, and the millenium will be brought nearer in one year than it is likely to be in a century, by the present lifeless routine. We are so satisfied of the superiority of Massachusetts, that we have forgotten the obligation to “press forward.” All New England is in motion; New York and the West are up and doing; even the South “keeps not back,” and we trust that the state which has been the pioneer thus far, is not prepared to sleep on its laurels, and say, we can go “thus far, but no further.”

HORACE MANN'S SPEECH

AT THE CLOSE OF THE CONVENTION OF THE FRIENDS OF EDUCATION, HELD IN
PHILADELPHIA, OCT. 17, 18, AND 19, 1849.

GENTLEMEN OF THE CONVENTION:—

The clock is now striking the hour,—the air in this hall is now waving with its vibrations,—at which it has been decided to bring the labors of this Convention to a close. [It had been decided to close the Convention at 10 o'clock, and just as the cheering which followed their vote of thanks ceased, the clock struck ten.] We have been looking for the last three days upon the bright side of the tapestry; the dark side is now turned towards us. The pleasing acquaintances which have been formed, and which can have been to none more pleasing than to myself, must be broken, and we must go away, carrying such good as we can, from the deliberations of this assembly. In parting from you, I cannot forbear to express my warmest acknowledgments for the continued kindness with which you have

been pleased to regard the performance of the duties of the chair. You have made all its labors light, and all its difficulties nominal. In parting with you, gentlemen, it is impossible for me to express the feelings of hope, mingled with anxiety, with which I look forward to the consequences of this meeting: We shall separate. We shall go away to move in different and distant spheres. From these narrow walls, which now enclose us, we shall find ourselves, at the end of a week, in a dozen different States, east, west, north, and south. Shall the influences which have been here concentrated and brought to a focus, be dissipated and lost, when our local proximity to each other is gone? Or shall the moral influences which have been here generated, expand themselves over the vast spaces where we shall soon be found, keep themselves vivid and animate, and make the common air electric with their fulness of life? I trust the latter, and that our zeal will not be of the flashy kind, that will evaporate as soon as the exciting cause is withdrawn, but that it will be like the heat of the sun, which, being once kindled, glows on for ever.

Gentlemen, this occasion has brought together two classes of men, sufficiently distinguished from each other to be the subjects of a division. May I be permitted to address a few words to each. We have before us the practical teachers, — men who devote themselves to the business of the school-room, who do not exercise a very diffusive influence in a broad sphere, but an intense influence in a narrow sphere, — points of strong light thrown upon a small space, rather than wider radiations of a flame that is weakened by its expansion. What are the duties of the school teacher? I have not time to enumerate or define them. I cannot even mention the names in the long catalogue; but I will call your attention to one which comes very near to embracing all. By this one, I mean *thoroughness*, in every thing you teach. *Thoroughness, thoroughness* — and again I say, *THOROUGHNESS* is the secret of success. You heard some admirable remarks this morning from a gentleman from Massachusetts, (Mr. Sears,) in which he told us that a child, in learning a single lesson, might get not only an idea of the subject matter of that lesson, but an idea how all lessons should be learned, — a general idea, not only how that subject should be studied, but how all subjects should be studied. A child, in compassing the simplest subject, may get an idea of perfectness, which is the type or archetype of all excellence, and this idea may modify the action of his mind through his whole course of life.

Be thorough, therefore, be complete in every thing you do; leave no enemy in ambush behind you, as you march on, to rise up in the rear and assail you. Leave no broken link in the chain you are daily forging. Perfect your work so that, when it is

subjected to the trials and the experiences of life, it will not be found wanting.

It was within the past year that I saw an account in the public papers of a terrible gale in one of the harbors of the Chinese seas. It was one of those *typhoons*, as they are called, which lay prostrate not only the productions of nature, but the structures of man. In this harbor were lying at anchor the vessels of all nations, and among them the United States sloop of war Plymouth. Every vessel broke its cable but one. The tornado tossed them about, and dashed them against each other, and broke them like egg shells. But amidst this terrific scene of destruction, our government vessel held fast to its moorings, and escaped unharmed. Who made the links of that cable, that the strength of the tempest could not rend? Yes! *Who made the links of that cable that the tempest could not rend?* Who was the workman, *that worked under oath*, and whose work saved property and human life from ruin, otherwise inevitable? Could that workman have beheld the spectacle, and heard the raging of the elements, and seen the other vessels as they were dashed to pieces, and scattered abroad, while the violence of the tempest wreaked itself upon his own work in vain, would he not have had the amplest and purest reward for the fidelity of his labor?

So, in the after periods of your existence, whether it be in this world, or from another world, from which you may be permitted to look back, you may see the consequences of your instruction upon the children whom you have trained. In the crises of business life, where intellectual accuracy leads to immense good, and intellectual mistakes to immense loss, you may see your pupils distinguishing between error and truth, between false reasoning and sound reasoning, leading all who may rely upon them to correct results, establishing the highest reputation for themselves, and for you as well as for themselves, and conferring incalculable good upon the community.

So, if you have been wise and successful in your moral training, you will have prepared them to stand unshaken and unsecluded amidst temptations, firm where others are swept away, uncorrupt where others are depraved, unconsumed where others are blasted and perish. You may be able to say that, by the blessing of God, you have helped to do this thing. And will not such a day be a day of more exalted and sublime joy than if you could have looked upon the storm in the eastern seas, and known that it was your handiwork that saved the vessel unharmed amid the wrecks that floated around it? Would not such a sight be a reward great and grand enough to satisfy and fill up any heart, mortal or immortal?

There is another class of men in this meeting—those who

hold important official situations under the State governments, and who are charged with the superintendence of public instruction. Peculiar duties devolve upon them. They, in common with the teachers, have taken upon themselves a great responsibility. When, in the course of yesterday's proceedings, a resolution was introduced, proposing to make this a National Convention, with a permanent organization; I confess that, as I sat here in my chair, I felt my joints trembling with emotion, at the idea of the responsibility you were about to assume. Shall this body establish itself as a *National Convention*? Shall we hold ourselves out to this great country as a source of information and a centre of influence, on one of the most important subjects that can be submitted to the human faculties? Shall we hold ourselves up here in full sun-light, and virtually say to the whole country, come here and fill your urns from our fountains of wisdom? These views came over me with such force, as almost to make me forget where I was, and the duties I had to discharge; for experience has led me to know something of the difficulties of the work. Yet it was the pleasure of the Convention to adopt the resolution; and through the signatures of your officers, you will severally subscribe to that conclusion. You have already authorized a committee to send out this determination, and to proclaim it to the world. Now, by these acts, *you have signed and sealed a bond*. You have obligated yourselves to perform great duties, and you cannot deny or elude this obligation, without a forfeiture of honor and of character. If we fulfil the duties we have assumed, this meeting will prove one of the most important meetings ever held in this country. If we fail in our respective spheres of action to fulfil these duties, this meeting will be the ridicule and shame of us all. By itself it is a small movement, but we can make it the first in a series that shall move the whole country. It begins here upon the margin of the sea, but we can expand it until it shall cover the continent. However insignificant in itself, it is great by its possibilities. To the eye of the superficial observer, beginnings are always unimportant; but whoever understands the great law of cause and effect, knows that without the feeble beginnings, the grandest results could never have been evolved. He who now visits the north-western part of the State of New York, to see one of the wonders of the world—the Falls of Niagara—may see also a wonder of art not unworthy to be compared with this wonder of nature. He may see a vast Iron Bridge spanning one of the greatest rivers in the world, affording the means of safe transit for any number of men, or any weight of merchandise, and poised high up in the serene air hundreds of feet above the maddened waters below. How was this ponderous structure stretched from abutment to abutment across the

raging flood? How was it made so strong as to bear the tread of an army, or the momentum of the rushing steam car? Its beginning was as simple as its termination is grand. A boy's plaything, a kite, was first sent into the air; to this kite was attached a silken thread, to the thread a cord, to the cord a rope, and to the rope a cable. When the toy fell upon the opposite side, the silken thread drew over the cord, and the cord the rope, and the rope the cable, and the cable, one after another, great bundles, or fascia of iron wire; and these being arranged, side by side, and layer upon layer, now constitute a bridge, of such massiveness and cohesion, that the Mighty Genius of the cataract would spend his strength upon it in vain.

Thus, my friends, may great results be educed from small beginnings. Let this first meeting of the National Association of the Friends of Education be like the safe and successful sending of an aerial messenger across the abyss of ignorance, and superstition, and crime, so that those who come after us may lay the abutments and complete the moral arch that shall carry thousands and millions of our fellow-beings in safety and peace above the gulf of perdition, into whose seething floods they would otherwise have fallen and perished!

DUTY OF PARENTS TO SEE THAT THE APPROPRIATIONS FOR
EDUCATION ARE LIBERAL.

WHY is it that parents, possessing as they do the almost exclusive control of the amount of money which shall be annually raised and expended in the maintenance of schools, are content to entrust their children, year after year, to the care of teachers utterly unworthy of the name, when the expenditure of a little more would secure the services of those who are qualified for the office? Why is it that they are content, year after year, to mourn over "money thrown away through the incompetency of teachers," when it is so entirely within their power to remove the cause of their lamentations? Is it because *fault-finding* is a natural propensity of the animal, man, — or a luxury which he cannot prevail upon himself to dispense with? Or, is it the manufacturing of an apology for a still further diminution of the amount of school money? Or, is it, and this is the reason usually assigned, because parents cannot afford to tax themselves more liberally than they do for the support of schools? Parents cannot afford to educate their children! They can dare to assume the parental responsibility, but cannot afford to be true to it! They can dare to be, under God, the author of the child's being, but cannot afford to provide him with the means which alone can enable him to answer the highest, noblest, only true end of that being! They can afford to exhaust the energies

of a life-time in ministering to the gratification of a sordid appetite for wealth, but cannot afford the gleanings of a single field of labor to enrich the minds of those in whom are garnered up their most precious hopes and fondest affections! The reason is as wicked as it is unsubstantial. It must no longer be permitted to mislead, or furnish an apology for the neglect of duty. Parents must cease to regard wealth as the best inheritance they can leave to their children. They must more deeply realize the importance of training them, by a proper moral and mental culture, for the conflicts of active life, — for the faithful and intelligent performance of duty. I would not encourage wild or wasteful extravagance in the construction of school-houses, or in the employment of teachers; but, if we must economize in the matter of education, I would adopt that wise economy which, in the words of the trite but true maxim, invariably finds the best to be *the cheapest in the long run.*—*Wm. G. Crosby.*

THE OLD CLOCK.

MR. EDITOR,—In rummaging over some old papers, I came across a speech delivered by one of our most popular auctioneers, some fifteen years ago, on the occasion of selling the Old Clock, which belonged originally to the “Old Brick,” or First Church, that stood in Cornhill Square, on the spot now occupied by Joy’s Buildings. It was copied into most of the leading papers of the day in the United States, then crossed the Atlantic, and finally reached the Celestial Empire, and was there published in the Chinese language. If you think it worth re-publishing, and will interest your readers who have come upon the stage since the Old Clock was struck off, you can give it an insertion for their benefit, and at the same time gratify

AULD LANG SYNE.

A VETERAN RELIC.—The Clock which for many years hung in the interior of the “Old Brick” meeting house, in this city, after various fortunes, lately fell into the hands of the Auctioneer. At the time of the sale, the auctioneer actually delivered the following speech, which we have been permitted to publish. We venture to affirm, that a more appropriate and witty speech never fell from the lips of any of the most celebrated orators at *Vendues*.

“Here is the relic of the early days of our country’s annals, a remnant saved; antique of its kind, and venerable for every association connected with its history; the old church clock—bearing a mark of patriarchal longevity in the date that speaks it one hundred and eighteen years of age. Yet, while it has

ticked and struck off the thousands and tens of thousands, who have looked on its calm face, into eternity, it is still in good time, and going! going!

Though its existence was begun in the land of Kings, moved by the spirit of our pious fathers, it followed them to the land of pilgrims, and was consecrated to serve in the house of God, whom they came hither to worship as the children of his kingdom, and not as spiritual slaves to earthly despotism.

This sober, ever-going clock, came over in the days of caution and sanity. It came when a sea voyage was a serious thing, and religion a serious thing, and a church clock a serious thing. It counted the moments, while the minister of God was preaching, and his hearers listening to Eternity. It echoed his text, 'Take heed how ye hear.' Then was there real clock-work and order in men's minds and principles. Vanity did not then stare this venerable monitor in the face, and study the while how to display its plumage. Avarice did not dare, under its measured 'click,' to be planning in the temple how to lay up goods for many years. Nor was pride then puffed up by the breath of its own nostrils, while this minute hand was showing its duration cut shorter at the beat of every pulse.

Now, who will let this venerable memento of those days be desecrated? Who will not wish to possess himself of it, as a relic of the age of simplicity and godly sincerity.

Look at its aged but unwrinkled face. It is calm; for it has not to answer for the sermons it has heard. Look at it, ye degenerate sons of New England! Do ye not seem to see the shade go back on the dial-plate to the days of your fathers, and to hear the voices of those aged servants of God, who went from their preaching to their reward?


I would speak more, but the hour is come. To whom shall it be sold?"—*Christian Register*.

"ADD TO KNOWLEDGE, VIRTUE."—It is not knowledge alone but knowledge impregnated with religion, that tells on the mass of society. "We have no faith," says Dr. Chalmers, "in the efficacy of schools of any kind in building up a virtuous and well conditioned population, so long as they are dissevered from the lessons of Christian piety." And, in a similar spirit, says Berkley, "Without a religious education men can never be fit materials for any society,—*much less for a Republic*."

NOTICE TO SUBSCRIBERS.

We owe an explanation, if not an apology, to our readers, for the irregular issue of the last two or three numbers, but our absence from the State, at Teachers' Institutes, (those of our own State being fortunately in younger and better hands,) and the *strike* amongst printers, which seems to have hit ours very hard, will, we trust, make our peace with our friends.

We shall soon cease to wander, and shall become more punctual, and, if possible, more useful, as we advance. Our friends are reminded that the year is drawing to a close, and all who do not duly notify us of their wish to withhold their subscription, will be considered as continuing it another year. It is a gratifying circumstance that, notwithstanding the change of editors, this Journal has more than held its own since we have conducted it, and we cannot but hope, that the next year will find us counting our gains, and projecting many improvements not at present warranted by our subscription list. Will not some generous friends enable us to send a copy to every clergyman who is on a School Committee? We have no better friends than the clergy, but we are often pained to hear them deplore their inability to spare even a single dollar, to enable themselves to become better acquainted with their duty as supervisors of the public Schools. Will not our young friends, the teachers, arouse themselves also, and try the effect of one year's subscription upon themselves? We presume there is hardly a village in New England where a teacher can not get us five subscribers, and so secure to himself a sixth copy free of expense. We have repeatedly requested our legislature to supply each district of the state with the Journal, as the State of New York supplies its Journal to three times our number of districts; but there is no hope yet of any such liberality, and a few more generations must die off before our legislators will learn that, just in proportion to their encouragement of Schools, will be the diminution of taxes for alms-houses, prisons, and armies.

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